

PROVINCE OF SASKATCHEWAN



09-10

PLAN FOR 2009-10

MINISTRY OF EDUCATION

MINISTRY PLAN FOR 2009-10

Statement from the Minister



Just over a year ago, Saskatchewan's new Government outlined an exciting agenda for our province and our provincial education system. We recognize the PreK-12 education sector has an essential role in economic growth, preparing our young people to take their place in Saskatchewan's economy. As well, a high quality public education system supports Saskatchewan's families and attracts new families to our communities.

Our Government has set forward a plan for Securing the Future. I present to you, within these pages, my Ministry's Plan for 2009-10. In this Plan, we are highlighting key actions that best identify how the Ministry of Education aligns with the Government's vision for a secure and prosperous Saskatchewan, leading the country in economic and population growth, while providing opportunity for a high quality of life for all.

The 2009-10 Provincial Budget supports the Ministry in moving our Plan forward, and delivers on our promises. I will report on our success in implementing this Plan and my Mandate Letter commitments in the Ministry's annual report.

*The Honourable Ken Krawetz
Deputy Premier and Minister of Education*

Mission Statement

The Ministry of Education provides strategic, innovative, and collaborative leadership to the early learning and child care, PreKindergarten through grade twelve education, literacy, and library sectors. It promotes higher student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth.

Response to Government Direction

Ministry Plans for 2009-10 align with Government's vision and goals and the key priorities for 2009-10, as presented in the Government Direction for 2009-10. The 2009-10 Plan communicates a high-level framework for the Ministry's activities over the coming year and reflects the Ministry's primary areas of focus. Together, all ministries support Government's three goals, working towards a secure and prosperous Saskatchewan.

Strategies and Actions

Government Goal – Economic Growth

Sustain Economic Growth for the benefit of Saskatchewan people, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.

Strategy

Key 2009-10 Actions

Develop and implement tools and resources for use in early learning and child care programs to support and improve children's readiness to learn

- Support vulnerable families through the *KidsFirst* program including: home visiting; early learning opportunities; and, community-based supports.
- Continue to increase the number of funded licensed early learning and child care spaces.*

Collaborate with sector partners to develop and renew an outcomes-based learning program and assessment tools; and to develop other initiatives to improve literacy and student achievement of all learners

- Develop a K-12 curriculum framework of Treaty Education outcomes, along with learning resources to support the instruction of Treaty Education in all schools.*
- Develop K-12 curriculum that includes environmental education, conservation and sustainability.*
- Work with boards of education towards the goal of ensuring that children and youth engage in 30-minutes of moderate to vigorous physical activity daily, while increasing healthy food options in schools.*
- Work with local school boards, the business community, and community-based organizations to enhance business literacy, entrepreneurial, and career education in Saskatchewan schools.*
- Develop outcomes-based curriculum for several secondary level courses, with a focus on teaching for deeper understanding in order to support higher student achievement.
- Hold extensive consultations to review proposals that have been put forward by the Provincial Panel on Student Achievement.
- Provide a further investment of \$1.76 million to support community-based organizations.

Collaborate with First Nations and Métis partners to develop initiatives and supports to improve literacy and student achievement of First Nations and Métis learners

- Implement, monitor and assess the *Inspiring Success: Building Towards Student Achievement* policy framework for First Nations and Métis learners.
- Introduce the First Nations and Métis Language Strategy/Framework to support the retention and revitalization of Saskatchewan-based First Nations and Métis languages and dialects.

* Minister's Mandate letter commitment

Government Goal – Security

Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.

Strategy

Key 2009-10 Actions

Collaborate with sector partners to develop and implement initiatives and services, and to enhance technologies to provide equitable opportunities for all students regardless of where they live or their personal circumstances

- Support school divisions in assuming delivery of the Ministry's English language and French immersion distance learning courses.
- Upgrade and enhance education technology infrastructure including CommunityNet, the Live Interactive Video Education (LIVE) Satellite Network, and Blackboard Learning Content Management Systems. Training will be provided to school divisions to fully utilize the technology systems.*
- Work with sector partners to develop a strategy to meet the needs of immigrant and refugee students.
- Provide funding to community schools for school lunch and anti-hunger programs.*
- Support a Single Integrated Library System (SILS) by distributing funding to the SILS consortium as part of government's four-year (\$5.2 million) commitment.
- Provide dedicated funding for schools that meet stringent criteria as Schools of Opportunity.*
- Participate with other ministries in the development of cross-ministry and intergovernmental protocols to work towards an environment where jurisdiction does not interfere with providing services to children with complex medical needs.
- Implement an integrated, standardized provincial electronic Personal Program Plan for all students with intensive needs in all schools in the province.
- In collaboration with the seven human service ministries (the Human Services Integration Forum) and the Regional Intersectoral Committees, develop and begin phase-in of an accountability and reporting framework.

Collaborate with a wide range of partners to develop programs and services to support all early learning to Grade 12 learners in transitioning to, within, between, and from education systems

- Work with the Federation of Saskatchewan Indian Nations (FSIN) and Indian & Northern Affairs, Canada (INAC) to develop work plans, protocols, and student support, for students moving between the First Nations and the provincial education systems.
- Continue implementing the Career Development Action Plan which focuses on supporting children and youth to participate effectively in the social and economic future of our province.*

Achieve balance in funding provincially-funded school divisions

- Set province-wide tax rates (mill rates) for each of the three major property classes – residential, commercial, and agricultural.
- Reduce taxes paid by property owners by \$103 million, or 14 per cent.
- Increase funding to school divisions by \$241 million, to offset the loss in tax revenues and other increased costs.

Government Goal – Promises

Keep Government's **Promises** and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

Strategy

Key 2009-10 Actions

Support strong system-wide accountability and governance through reporting and evaluation

- Produce the Saskatchewan Education Indicators Report annually. This report is a comprehensive portrayal of the PreK-12 education system in Saskatchewan and is intended to facilitate discussions and actions to enhance student learning in the future.
- Consult with and support school divisions in the planning, monitoring, and reporting processes of the Continuous Improvement Framework.

Enhance physical learning environments to meet the diverse needs of PreK-12 learners through capital policies, processes, and programs

- Administer the capital process for projects that receive funding in 2009-10 as well as those projects already underway, including those related to the injection of funding of \$141.7 million in February 2009.
- Using the Facility Asset Management for Education (FAME) software, collect facility data from school divisions to assist with capital policy planning within the Ministry and school divisions.
- Develop and implement capital policies within the facility framework for: early learning and child care facilities; First Nations and Métis supports; public library needs; and environmental and sustainability guidelines.
- Continue collaboration on, and development of, the Trades and Skills Centres in Regina and Saskatoon, and the North Central Shared Facility in Regina.

Ensure Ministry structures, supports and processes are in place to maximize efficiency and effectiveness of technology, human resources and information management

- Enhance information management systems to ensure reliability and integrity of data, thereby strengthening data-sharing relationships with the sector.
- Review and develop processes to improve risk management, accountability, funding equity, and transparency across the Ministry.
- Undertake the renewal of Ministry programs and policies to ensure strategic fit, effectiveness and efficiency with the Strategic Framework for PreK-12 Education.

Performance Measures

Measure

Baseline / Trend Line Information

15-year-old student performance in mathematics, reading, and science in the Programme for International Student Assessment (PISA)

		Sask	Canada
Mathematics	2000(baseline)	525	533
	2003	516	532
	2006	507	527
Reading	2000(baseline)	529	534
	2003	512	528
	2006	507	527
Science	2000 (baseline)	522	529
	2003	506	519
	2006	517	534

(2000 and 2003 Data Source: Statistics Canada and the Council of Ministers of Education, Canada 2006, Report of the Pan-Canadian Education Indicators Program 2005)
(2006 Data Source: Statistics Canada (2007), Measuring Up: Canadian Results of the OECD PISA Study, The Performance of Canada's Youth in Science, Reading and Mathematics, 2006 First Results for Canadians Aged 15, Tables B1.1, B2.1, B2.2)

Significance of the Measure

The PISA study measures skills that are generally recognized as key outcomes of the educational process and are believed to be pre-requisites to efficient learning in adulthood and for full participation in society. The scales used to arrive at overall reading, mathematics and science scores were standardized to produce an international average of 500, with 2/3 of student scores between 400 and 600. This measure shows that Saskatchewan 15-year-olds performed statistically significantly below the Canadian average in all performance areas measured, and are trending downward in mathematics and reading.

13-year-old student performance in mathematics, reading and writing, and science on the national Pan-Canadian Assessment Program (PCAP)

		Sask	Canada
Mathematics	2007: (baseline)	461	500
Combined Reading	2007: (baseline)	471	500
Science	2007: (baseline)	480	500

(2007 Data Source: The Council of Ministers of Education, Canada (2007). PCAP-13 2007 Report on the Assessment of 13-Year-Olds in Reading, Mathematics, and Science. pp 19, 35, 36)

Significance of the Measure

The PCAP initiative informs Canadians on how well their education systems are meeting the needs of students and society. The information gained gives each minister of education a basis for examining the curriculum and other aspects of their school system. The scales used to arrive at overall reading, mathematics and science scores were standardized to produce a national average of 500, with 2/3 of student scores between 400 and 600. Although this is just one measure of student achievement at one age level, the 2007 mean score for Saskatchewan students is statistically significantly lower than that of Canadian students overall, in all three domains.

Measure

Baseline / Trend Line Information

Per cent of students¹ in a cohort² starting Grade 10 in the year shown who complete Grade 12 within five years

2000-01	72.94	-- ⁴	77.82	--	79.55	--
2001-02	73.13	--	77.71	--	79.56	--
2002-03	73.47	--	78.21	--	80.02	--
2003-04	74.23	--	78.30	--	79.67	--
2004-05	74.98	31.36	78.99	40.57	n/a	n/a
2005-06	72.94	30.23	n/a	n/a	n/a	n/a

¹ Data includes students in provincially-funded, Independent, and First Nations schools.

² Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time.

³ Self-declared First Nations and Métis

⁴ Reliable data for First Nations and Métis students was not available prior to 2004-05.

(Source: Ministry of Education, Student Data System)

Significance of the Measure

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, eliminating the gap between aboriginal and non-aboriginal learners who complete Grade 12 is an economic, social, and ethical necessity. This measure reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10.

Number of licensed child care spaces in Saskatchewan

Net Spaces* At March 31	
2006	8,712 – baseline
2007	8,842
2008	9,153

*Net licensed child care spaces allocated by the Ministry are impacted by a number of factors such as closure of facilities, delays due to rising facility costs, etc.

(Source: Ministry of Social Services, Child Care Mainframe System and Ministry of Education Maximizer software database).

Significance of the Measure

High quality child care services contribute to Saskatchewan's economy, both now and in the future, by providing support to parents who want to participate in today's labour force, or to seek post-secondary education. This measure reflects the extent to which the Ministry assists families and children needing licensed early learning and child care services.

Measure

Baseline / Trend Line Information

Number of targeted Prekindergarten programs funded by the Ministry of Education, including number of children impacted

1997	26 (416 children) – baseline
2002	89 (1,424 children)
2003	104 (1,664 children)
2004	104 (1,664 children)
2005	104 (1,664 children)
2006	119 (1,904 children)
2007	155 (2,480 children)
2008	190 (3,040 children)

(Source: Ministry of Education, 2008-09 Operating Grant Funding Policy Manual; Early Learning and Child Care Branch files)

Significance of the Measure

Saskatchewan's Prekindergarten programs provide vulnerable 3 and 4-year old children with developmentally appropriate programming. Programming focuses on fostering social development and self esteem, nurturing educational growth and school success, promoting language development, and engaging families. This measure reflects the Ministry's commitment to preparing vulnerable children for success in their learning experience.

Number of provincially-funded schools and public libraries having access to CommunityNet; and CommunityNet access that meets Industry Canada's broadband definition

	Schools ²	Public Libraries	Schools ²	Public Libraries
2008 (baseline)	583 of 721	220 of 310	273 of 721	15 of 310

¹ A high-capacity Internet connection capable of supporting full-motion, real-time audio and video applications, peer-to-peer file interactions, etc. Minimum symmetric bandwidth is 4-6 megabits per second per individual user (subject to change).

² 138 of the total 721 provincially-funded schools either choose not to be connected to the Internet, or choose an alternate network to connect to the Internet.

(Source: Government Services/SaskTel CommunityNet invoices; 2006 letters to school divisions; list of shared school/library locations)

Significance of the Measure

CommunityNet is Saskatchewan's private broadband network that also provides access to the Internet. Access to information and resources through technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. It is equally important that users have an Internet connection that allows full participation in their learning opportunities. It is imperative to create and maintain a reliable technology infrastructure that meets the needs of, and supports the increasing demand by, users. Enhancing this infrastructure to meet the Industry Canada standard will accomplish this task.

Measure

Baseline / Trend Line Information

Number/proportion of school divisions using Facility Asset Management for Education (FAME) software

2008 - baseline

14 of 29

48.3%

(Source: Ministry of Education, Education Finance and Facilities Branch)

Significance of the Measure

The provision and maintenance of high quality learning facilities directly impacts the system's ability to achieve desired outcomes. While a number of factors such as enrolment fluctuations, aging facilities, and inflation in the construction industry, challenge the education sector, the Ministry strives to support the sector in providing learning facilities that support the diverse needs of all Saskatchewan students in provincially-funded schools. Collection of data from school divisions that provides information on the age and condition of facilities will enable data-driven decision-making around the provision of capital funding.

Financial Summary

Highlights of Appropriation and Expense 2009-10

2009-10 Estimates

(in thousands of dollars)

Central Management and Services	16,556
Pre-K-12 Education	1,109,494
Early Learning and Child Care	57,809
Curriculum and E-Learning	6,163
Literacy	2,777
Provincial Library	12,267
Education Property Tax Relief	*
Ministry Appropriation	1,205,066
Capital Asset Acquisitions	---
Capital Asset Amortization	1,000
Ministry Expense	1,206,066
Teacher's Pension and Benefits	173,169
Total Appropriation	1,378,235

* For 2009-10 Education Property Tax relief is provided through the School Operating allocation in Pre-K-12 Education.

Ministry FTE	334.5
Revolving Fund FTE	10.2
FTE Total	344.7

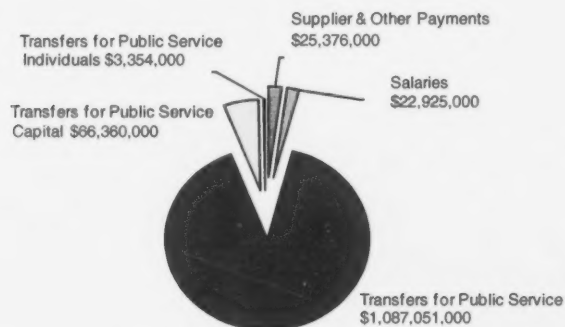
For more information, see the Budget Estimates at:
<http://www.finance.gov.sk.ca/budget/2009-10>

BUDGET HIGHLIGHTS

The following are key announcements from the Ministry of Education's 2009-10 Budget:

- The Government is implementing the largest ever, single-year cut to education property taxes by increasing its share of school funding by \$241 million this year. As a result, the province will fund 63 per cent of education this year, up from 51 per cent last year. Further reductions next year will see the Government's share increase to 66 per cent. The savings to property owners will exceed the commitment the Government made in the 2007 election campaign.
- \$61 million is being invested in school capital this year for a two-year total of \$320.3 million for the province's education infrastructure building on the *Ready for Growth* infrastructure initiative. This includes the \$141.69 million accelerated infrastructure boost for Education announced in February 2009.
- \$5.4 million in early learning and child care capital is committed for child care space expansion and enhancements to PreKindergarten.
- 1,000 new child care spaces will be developed to meet an unprecedented demand for child care bringing the total provincial child care spaces to 11,400. An additional investment of \$3.1 million will support the new child care spaces.

Ministry Spending by Category*



Notes:

* excludes Teachers' Pension & Benefits;

Transfers for Public Service (\$1,087,051) consist primarily of payments to School Divisions and childcare facilities for operations.

Transfers for Public Service – Capital (\$66,360) consist primarily of grants to School Divisions for investment in infrastructure.

Transfers for Public Service – Individuals (\$3,354) provides targeted programs for young children and children with disabilities, and their families.

For More Information

Please visit the Ministry's website at www.education.gov.sk.ca, or call 1-888-775-3276, for more information on the Ministry's programs and services.

